DOCUMENT RESUME

ED 361 920 EC 302 378

AUTHOR	Meyen, Edward L., Ed.; And Others
TITLE	Educating Students with Mild Disabilities.
REPORT NO	ISBN-0-89108-230-1
PUB DATE	93
NOTE	426p.
AVAILABLE FROM	Love Publishing Co., 1777 South Bellaire St., Denver, CO 80222.
PUB TYPE	Collected Works - General (020) -- Books (010)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Classroom Techniques; Cultural Differences; *Curriculum Development; Elementary School Students; Elementary Secondary Education; Emotional Disturbances; Learning Disabilities; *Mainstreaming; *Mild Disabilities; Mild Mental Retardation; Minority Groups; Models; Normalization (Handicapped); Regular and Special Education Relationship; Resource Room Programs; Secondary School Students; *Student Evaluation; *Teaching Methods

ABSTRACT

The book contains 19 papers from the journal, "Focus on Exceptional Children," that discuss new perspectives and practices in educating students with mild disabilities. The first half of the book is titled "New Perspectives" and includes the following articles: "Beyond the Regular Education Initiative/Inclusion and the Resource Room Controversy" (Glenn Vergason and M. L. Anderegg); "The Effects of Cultural and Linguistic Variables on the Academic Achievement of Minority Children" (Joseph Whitaker and Alfonso Prieto); "Motivation and Mildly Handicapped Learners" (Teresa Mehring and Steven Colson); "General Education Collaboration: A Model for Successful Mainstreaming" (Richard Simpson and Brenda Smith Myles); "A Collaborative Model for Students with Mild Disabilities in Middle Schools" (Alan White and Lynda White); "Rethinking Secondary School Programs for Students with Learning Disabilities" (Naomi Zigmond); "Employment as an Outcome for Mildly Handicapped Students: Current Status and Future Directions" (Eugene Edgar); "Developing Self-Regulated Learners" (Steve Graham and others); "An Instructional Model for Teaching Learning Strategies" (Edwin Ellis and others); and "Academic Behavior and Grades of Mainstreamed Students with Mild Disabilities" (Lee Ann Truesdell and Theodore Abramson). The second half, "New Practices," includes the following: "Linking Assessment, Curriculum, and Instruction of Oral and Written Language" (Caren Wesson and others); "Curriculum-Based Measurement and Problem-Solving Assessment: Basic Procedures and Outcomes" (Mark Shinn and Dawn Hubbard); "Comprehensive Curriculum for Students with Mild Disabilities" (Edward Polloway and others); "Whole Language and Learners with Mild Handicaps" (Carol Westby); "Teaching Reading to Learning Disabled Students: A Review of Research-Supported Procedures" (Steve Graham and LeAnn Johnson); "The Foxfire Pedagogy: A Confluence of Best Practices for Special Education" (E. Eugene Ensminger and Harry Dangel); "Teaching Students with Learning Problems in Math" (Cecil Mercer and Susan Miller); "Techniques for Mediating Content-Area Learning: Issues and Research" (Edwin Ellis and B. Keith Lenz); and "Effective Mathematics Instruction: Development, Instruction, and Programs" (John Wills Lloyd and Clayton Keller). (PB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

THIS
DOCUMENT
NOT
AVAILABLE
FROM

EDRS